

Unit 3 Competency Demo

- Please type your responses to the following questions.
 - When you are ready to submit these please log on to Blackboard and paste in your responses.
- Notice that these are more "reflection" style questions than they are "test" style questions. That is on purpose. Keep that in mind as you provide your answers. I am not evaluating you on whether you are "right" or "wrong" but on how well you *explain* and *defend* your thoughts.
- You may refer to your notes and the class documents we created when completing this competency demo.
- You should not discuss this CD with other people (especially classmates) until after you have submitted your answers on Monday, April 25.

This Unit was divided into three sections:

1. The Understanding by Design Framework
2. Teaching approaches
3. Supportive practices

We will revisit the UbD Framework in much more detail when you take the Methods class. As such, I will save assessment until that time. For now, I want to focus on the other two sections.

In Reflections 3.6, 3.7, and 3.8, we looked at approaches to teaching (both in general and related to computer science). Using these materials, complete the following questions.

1. Which of these teaching strategies do you feel you experienced as a student (anywhere kindergarten through now). Explain how and your experiences with the strategy(ies).
2. Which of these strategies would you most want to use in a computer science classroom to best meet the needs of a "typical" learner. Explain and defend. [Note, you can argue for more than one if you like. Just explain and defend.]

These questions START from the material in 3.9 but may your answers may be made better by inclusion of materials from 3.10 and 3.11 depending on your responses.

3. You read about the idea of "imposter syndrome." Explain this idea and discuss how a teaching approach might help fight this idea.
4. You read about the EngageCSEdu Engagement Practices. Select three of these and discuss how you feel they can be integrated within one of the teaching approaches.